DOCUMENT RESUME

ED 400 411 CE 072 739

TITLE	K-8 Implementation Strategies for "A Curriculum Guide for Achieving Equity in Education and the Workplace."
INSTITUTION	Vocational Curriculum Resource Center of Maine, Fairfield.
PUB DATE	96
NOTE	127p.; For the curriculum guide, see ED 385 756.
AVAILABLE FROM	Vocational Curriculum Resource Center of Maine, Kennebec Valley Technical College, 92 Western Avenue, Fairfield, ME 04937 ($15).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Career Education; Career Exploration; Elementary Education; *Employment Potential; *Job Skills; Sex Discrimination; *Sex Fairness; State Curriculum Guides; *Teaching Methods; *Vocational Education
IDENTIFIERS	*Maine

ABSTRACT

This curriculum addendum was developed to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force beginning at the elementary and middle school levels. The guide contains 73 strategies, a variety of examples of how they can be implemented, and a large assortment of print, video, and agency resources to assist teachers in implementing these strategies. The guide is organized into eight sections by duties, with several tasks for each duty area. Each task performance guide includes the duty, the task, an introduction, performance objectives, suggested implementation strategies, evaluations, resources, and special notes. The following topics are covered by the duties: (1) eliminate internal barriers; (2) eliminate sex role stereotyping; (3) provide survival skills for trades and technical women and men; (4) create support systems; (5) eradicate external barriers; (6) remove discriminatory behavior at all levels in schools and the workplace (co-workers and students); (7) deliver career education and exploration; and (8) deliver workplace literacy. The reference section lists 81 publications and books and 44 videotapes that can be used as resources. (KC)

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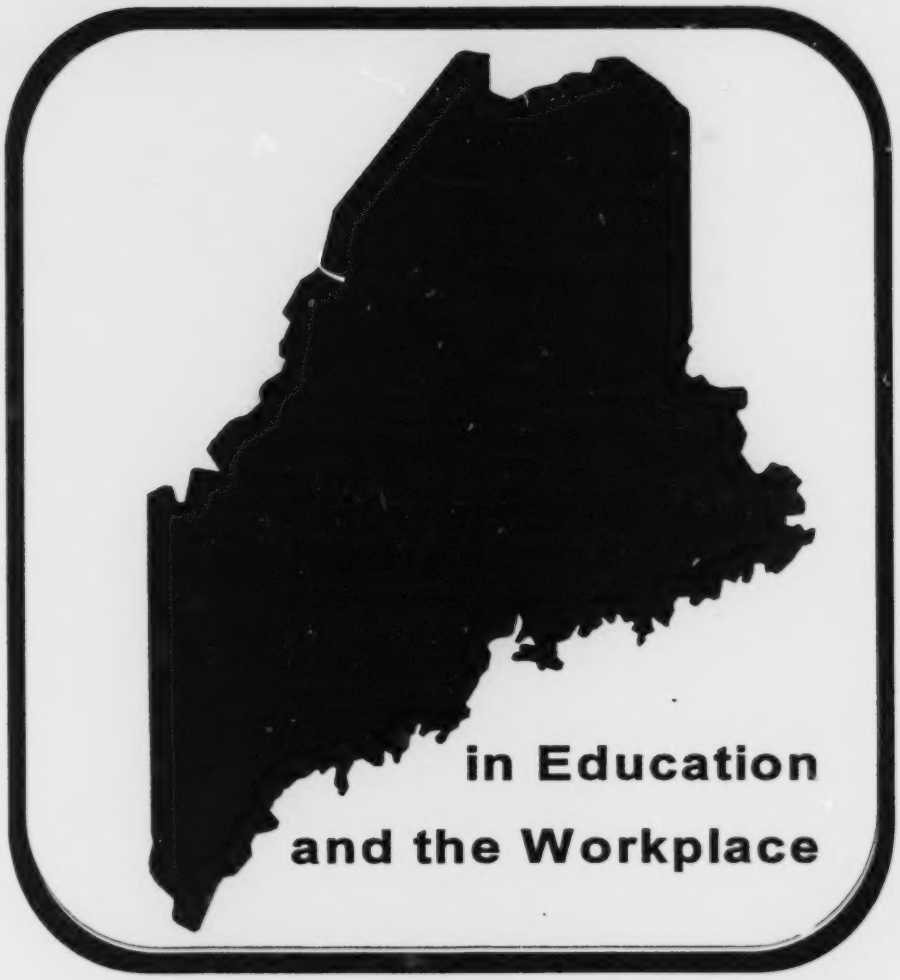
K-8 IMPLEMENTATION STRATEGIES FOR



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Curriculum Resource Center of Maine

A NOTE TO USERS OF THIS PRODUCT

September, 1996

The goal of this curriculum addendum is to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force beginning at the elementary and middle school levels.

The developers of this project believe mind sets and socialization tactics begin at birth and determine how we develop into adults. It is also the belief of the project developers that mindsets and socialization tactics can be changed if an individual is given new strategies and coping skills.

This product is a reflection of these beliefs by suggesting

* a multitude of strategies that can change mind sets and remove barriers;
* a variety of examples on ***HOW*** these strategies can be implemented (refer to Appendix); and,
* a huge assortment of print, video, and agency resources to assist you in implementing these strategies (refer to Bibliography).

The uniqueness of this document is in the vast amount of people assisting with developing the strategies representing in the core curriculum product with diverse audiences of Student, Educator, Business/Industry/Community, Parent/Family, and Policy Makers and now K-8 Educators for this component. Although some of the strategies refer the user to other audience strategies, each audience certainly has left her or his own mark on this document.

It is recognized by the product developers that a vast amount of resources exist other than those identified in this document that can be utilized to implement the suggested strategies. It has always been the intent of the developers that this document be used to stimulate further strategies and ultimately to incorporate additional resources to deal with the strategies identified in this document.

Please use this document as you see fit while giving the appropriate credit for the material in whatever arena or audience you believe best suits your needs. Best of luck with your endeavor!

Sincerely,

Susan N. Donar
Director

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May, 1996

TO USERS OF THE
GENDER EQUITY IN
EDUCATION AND THE
WORKPLACE CURRICULUM

As educators of K-8 students, we have a responsibility to our students to make them aware of gender equity issues. Educators are continually faced with the demands and challenges of preparing EVERYONE for further learning and productivity in the classroom and the work-force.

Therefore, the basic focus of this curriculum for educators is:

- a guide for integrating gender equity into existing curriculum;
- a resource for activities in
  - self-esteem
  - respect
  - communication
  - career guidance
  - empowerment; and
- a list of resources for classroom use

This is a tool box for teachers/guidance people/parents to use to influence her or his child/student to achieve a change in behavior and attitude. We hope these materials will enhance your existing curriculums and methodologies to become more gender equitable. Best of luck as you begin using this curriculum.

Sincerely,

Educators Group,
K-8 Strategies

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ACKNOWLEDGMENTS

Appreciation is extended to the following individuals who contributed of her and his time and expertise to the development of this GENDER EQUITY IN EDUCATION AND THE WORKPLACE Curriculum and/or Suggested Implementation Strategies Guide:

K - 8 STRATEGIES

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A Eliminate Internal Barriers

TASK: A-1 Instill Self-Esteem and Empowerment

II. INTRODUCTION:

Self-Esteem is a life-long building activity and one that is a priority on day one of the first day of school. A high level of self-esteem establishes a foundation for a productive, well-rounded citizen and potential future contributors to his/her community. Students with solid self-esteem are also role models for other students in the classroom, at home, and in the community. Often times students with good self-esteem are survivors with stronger coping skills and develop into future leaders and risk-takers.

An individual's self-esteem is extremely closely related to an individual's environment and family. Therefore, it is vital to involve family and family members as much as possible in activities as well as instill self-esteem in the individual student.

III. PERFORMANCE OBJECTIVES:

Cope with changes and/or stresses in his/her life
Make age-appropriate and life choices when dealing with conflict, drugs/alcohol, etc.
Participates in a team setting without feeling threatened
Utilizes self-esteem concepts and strategies with others
Recognize and identify strengths and weaknesses

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Outline student's body on large piece of paper
Collect all "I Can'ts" and burn them
Collect all "grumpies" and remove from the classroom
"Healthy Me, Healthy Maine" Program
Each student is recognized as being "special for the day"

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Each student is recognized as being "special for the day"
On-going "Awards" Program
"Respect" chips awarded by students to students when they see a peer doing something really nice to another student
Conduct Litchfield Guidance Activity (see attached)
Students write down positive things about other students in the classroom, and are allowed to share these comments with other students on a daily/weekly basis
"Pats On The Back Activity" (see attached)
Invite/Involve parents as much as possible (teachers may need to call each parent to invite to activity)
Team building activities for the entire family
Develop a close association with parent/teacher association. Establish student assistance teams
Establish peer mediation, peer tutor, etc. programs
Administer "Interest Inventory" (see Maine Building Blocks)

V. EVALUATIONS:

Observe coping skills being utilized by student
Student is positive team member
Maintains sense of humor and student is able to learn from errors (laugh at his/herself) and carry on
Student demonstrates self-esteem strategies with others

VI. RESOURCES:

"The Little Engine That Could"
"Healthy Me, Healthy Maine" Program, Maine Department of Education
"Teaching Kids To Care"
"Student Assistance Teams Program," Maine Department of Education
"Building Blocks Program," Maine Department of Education
"Babes" Program, Maine Drug and Alcohol Unit

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VI. RESOURCES: (continued)

"Litchfield Guidance Curriculum," Litchfield, CT
"Appreciating Learning to Appreciate Ourselves, Other People, and Nature" by Mary Anne McElmurry

VII. SPECIAL NOTES:

Recognition of self-esteem must become more substantial and sophisticated as a student grows especially through K-8 grades. Teachers must be able to recognize and honor what a student has accomplished to assist in building self-esteem. Peer recognition becomes a high priority to students especially at the middle school level.

Keep working on it!!!

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Litchfield Guidance Activity

GRADE 3 **ACTIVITY #3** TO HELP STUDENTS UNDERSTAND THE EFFECT WE HAVE ON EACH OTHER'S SELF-ESTEEM.

OBJECTIVES

1. To have students identify with situations which might be similar to their own experiences.
2. To have students identify statements which might decrease their self-esteem.
3. To have students identify statements which might "Put-down" others.
4. To have students identify statements that increase another's self-esteem.
5. To help students experience positive feelings.

STRATEGIES

1. Tell "Ialac" story, * (see attached) tearing a piece of the ialac sign as each unfortunate incident or statement is made.
2. Have students tell what has happened to them and what has been said that has increased or decreased their self-esteem today.
3. Explain how hurtful statements are put-downs that tear away at our ialac sign.
4. Have students think of statements that would build self-esteem in themselves or others.
5. Place an ialac sign on each student as the rest of the class tells her or him of being loveable and capable.
6. Discuss why some people put other's down.
7. Review and summarize.

* Adapted from: I.A.L.A.C., Argus Communications, 1974.

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GRADE 3 ACTIVITY #3 (continued)

AN IALAC STORY --- "A BAD DAY *

You get up late (pejoratives). Spill cereal (pejoratives). You trip on way to bus -- friends laugh. Bigger, older person takes seat you wanted while hurling pejoratives. While trying to find another seat, driver yells at you.

Trying to explain "BAD DAY" to friends you arrive late to homeroom -- Detention. In first class can't find homework -- Another detention (homework had fallen out when you tripped running to catch bus). At lunch your best friend won't sit with you (pejoratives).

You arrive home no one there, phone ringing off the wall. As soon as Mom's voice is heard you remember note to be given to office. You were to be picked up by Mom instead of riding bus today -- Dentist appointment. Mom waiting at school is furious (pejoratives) -- she has taken off from work to meet you!!

Your situation discussed during dinner -- no phone or TV for the rest of the week along with more pejoratives.

Next morning you put on "IALAC" sign which has small piece already torn from it.

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Pat on the Back

When people do something worthwhile, we say that they "deserve a pat on the back." Write about something worthwhile that you have done. Write about the event on the hand below. Cut out the hand. Have someone pin the hand to your back. Let your classmates see why you deserve a "pat on the back."

Ask students

1. What would they like other people to say to them,
2. What could they say to themselves, and/or
3. What would they like to hear from parents, teachers, others.

Display results at teacher/parent conferences!

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A Eliminate Internal Barriers

TASK: A-2 Identify and Manage the "Imposter Syndrome"

II. INTRODUCTION:

Young and adolescent students continually want to "fit in," therefore, students feel the need to be someone or something they are not. A classroom instructor must be aware of this need in students and turn it into a positive experience. Students must become aware of who they are and appreciate their differences (knowledge, skills, abilities, etc.) and realize the importance of valuing these differences.

III. PERFORMANCE OBJECTIVES:

Accept individual differences
Identify strengths and weaknesses
Accept that one does not have to be good at everything
Understand and appreciate differences
Make choices about "belonging"
Values individual knowledge, skills, abilities, etc.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Team building activities
Cooperative learning activities
Activities that recognize and appreciate differences in others
Define differences (skills, knowledge, abilities, etc.)
Recognize and celebrate "good" work and the importance of performing to your potential
Utilize "teachable moments" to recognize good and bad behavior (i.e., bullies will not be tolerated)
Role model appropriate behavior
Administer learning style inventory

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V. EVALUATIONS:

Student works to his/her potential
Student appears more "reality-based"
Utilizes resources to find answers
Improved grades and/or test scores
Student more comfortable with whom she/he is
Student participates in team activities and is willing to take on leadership roles

VI. RESOURCES:

Learning style inventory

VII. SPECIAL NOTES:

Present materials utilizing multi-sensory methods to accommodate all student learning styles.

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-3 Build Self-Confidence

II. INTRODUCTION:

Self-confidence is the combination of self-esteem, empowerment, and knowing yourself. It is demonstrated by an individual's feeling of competence that creates the ability to act in certain ways or perform certain tasks in school work, social interactions, relationships, and responsibilities. Developing skills in this area can lead to greater confidence.

III. PERFORMANCE OBJECTIVES:

Express willingness to try new things
Be an active class participant

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Group projects
Project work
Assign classroom responsibilities/jobs

V. EVALUATIONS:

Participates in team activities
Student able to share project work
Completes project work to maximum individual potential/ability

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-4 Teach Vocational Cross-Training To Girls and Boys at an Early Age (Tool Usage)

II. INTRODUCTION:

Tools are instruments which make life easier; women and men use tools daily. This provides opportunities for girls and boys to develop knowledge of tools and confidence in using tools traditionally associated with the other sex. Both boys and girls need to identify tools and their usage as well as the ability to use them safely. When girls and boys develop familiarity with tools at a young age, they will possess greater self-confidence in attempting to use the tools and to explore careers associated with them.

III. PERFORMANCE OBJECTIVES:

Identify tools and their usage
Take proper care of tools
Use tools safely
Develop positive attitudes about the use of non-traditional tools such as a power saw for girls and a steam iron for boys

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Brainstorm a list of tools associated with traditional female jobs in the home and on the job
Brainstorm a list of tools associated with traditional male jobs in the home and on the job
Take "McCormick Non-Traditional Occupations Profile" on Tool Usage (see attached). Use what is appropriate for the age level
Provide a workshop area with age appropriate tools for students to explore with the appropriate supervision

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IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Each student will:

a. Using a 25' tape measure, accurately measure and cut a 2' x 4' into 2 specific lengths
b. Using a "dress maker" tape measure, accurately cut out of cloth, a simple pattern for an article of clothing
c. Brainstorm what the transferable skills are for each of the previous activities
d. Identify various jobs (traditional and non-traditional) that utilize these skills

V. EVALUATIONS:

Identify a variety of tools and their usage
Identify skills that are transferable across various jobs
Observe and record students attitude towards tool usage of nontraditional tools

VI. RESOURCES:

"Ohio Nontraditional Occupations for Women Tool Curriculum"
Tool manufacturers' posters for tool identification

VII. SPECIAL NOTES:

With regard to Item IV, these are just suggested activities. Instructors are encouraged to use the resources readily available to them to achieve this task.

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McCormick Non-Traditional Occupations Profile

Likes and Dislikes

1. Check the ones that appeal to you.

___ I like working outside	___ I prefer clerical work
___ I like gardening	___ I like desk work
___ I like to camp	

Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

___ hammer	___ hand saw	___ screwdriver
___ pliers	___ wire cutters	___ chalk line
___ utility knife	___ wire strippers	___ drill press
___ lathe	___ farm machinery	___ transit
___ plumb bob	___ hand level	___ square
___ caulk gun	___ staple gun	___ nail gun
___ grinder	___ paint brush	___ circular saw
___ electric drill	___ table saw	___ scraper
___ radial arm saw	___ saws-all	___ chain saw
___ long-handled shovel	___ pick ax	___ ax
___ chisel	___ paint roller	___ ladder
___ pipe cutter	___ propane torch	___ soldering gun
___ sewing machine	___ rototiller	___ lawn mower
___ milking machine	___ weed whacker	___ tractor
___ bench press	___ other, please list	

Write the number of √'s in Section 2 here _____
Write the number of X's in Section 2 here _____

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McCormick Non-Traditional Occupations Profile

Experience

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

___ remodeled a kitchen	___ roofed a building
___ remodeled a bath	___ replaced a faucet washer
___ mended an electric cord	___ fixed a lamp
___ laid a vinyl floor	___ set ceramic tile
___ built a deck or patio	___ built a fence
___ installed a switch	___ upholstered a chair
___ driven a pickup truck	___ driven a larger truck
___ rebuilt an engine	___ tuned up your car
___ autobody work	___ built a house or building
___ hung sheetrock	___ built shelves
___ hooked up a VCR	___ hooked up a stereo
___ car maintenance	___ wallpapering
___ drafting	___ boat building
___ marine harvesting	___ apple picking
___ blueberry raking	___ potato harvesting
___ siding	___ other, please list
___ farm work	

Write the number of √'s in Section 3 here _____
Write the number of X's in Section 3 here _____

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McCormick Non-Traditional Occupations Profile

4. Check the courses you have taken.

___ Drafting	___ General Math	___ Algebra I	___ Algebra II
___ Geometry	___ Calculus	___ Agriculture	___ Industrial Arts
___ Physics	___ Biology	___ Chemistry	___ Geology
___ Shop			

Write the number of check marks in Section 4 here _____

5. Do you have a Class II or I Drivers License, which allows you to drive a dump truck or semi?

___ Yes ___ No

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe.

___ Yes ___ No

7. Would you ever like to have your own business?

___ Yes ___ No

8. On a "*handy around the house*" scale of 1 to 10 (1 being not at all handy and 10 being very handy) how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1	2	3	4	5	6	7	8	9	10
Not Handy									Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick for Women Unlimited
280 State Street, Augusta, ME 04330
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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-5 Eliminate Internal Sex-Role Stereotyping

II. INTRODUCTION:

Through past experiences, people develop certain beliefs that they hold to be true about different groups of people. Beliefs concerning female and male roles limit career choices that people see as an option for themselves.

III. PERFORMANCE OBJECTIVES:

Create a working definition of sex roles and sexism
Understand the negative effects of stereotyping on both women and men
Understand how stereotyping affects career choices

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discuss sex roles and sexism
Brainstorm the stereotypes about women who enter the trades and men who enter nursing and clerical occupations
Role play a variety of situations involving stereotyping

V. EVALUATIONS:

Define sexism and sex roles
Identify three negative effects of stereotyping
List three ways that stereotyping affects career choices
List two ways that they will change their stereotypical views
Observe attitudes when utilizing the housekeeping and workshop centers

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VI. RESOURCES:

Videos: *Stale Roles and Tight Buns*, O.A.S.I.S
Still Killing Us Softly
Free to Be You and Me, Childrens Video Library, Stanford, CT, 1983
Being a Man: A Unit of Instructional Activities on Male Stereotyping
Changing Roles of Men and Women, University of Wisconsin
Future Builders Curriculum — Building Your Future, a Tenth Grade Seminar, p. 36 & video

Derman-Sparks, Louise, "Anti-Bias Curriculum: Tools for Empowering Young Children," Washington, DC: National Association for the Education of Young Children, 1989

Sigerman, Harriet, "Laborers For Liberty: American Women 1865-1890," New York, NY: Oxford University Press, 1994

Smith, Karen Manners, "New Paths to Power: American Women 1980-1920," New York, NY: Oxford University Press, 1994

VII. SPECIAL NOTES:

Another good strategy is to brainstorm the names men or women are called who work in non-traditional occupations. Then discuss the feelings about them and whether or not they are accurate. Therefore, are all women who work in NTO "ugly," "brutes," etc. or all men who work in NTO "wimps," "sissies," etc.? What is the underlying message that is being conveyed? What is really meant when we call someone a name? How many curse words have female and/or male connotations? What are the implications?

List names of men and women who have made contributions to non-traditional roles.

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-6 Encourage and Support Risk Taking

II. INTRODUCTION:

People encounter risks whenever they engage in decision-making or are confronted with change. Decision-making takes skill, knowledge, and risk-taking. Risk-taking is an act of courage: it is the action part of decision-making, and it is taking charge. To be a risk taker, one's motivation to make change must be greater than the motivation to avoid failure.

III. PERFORMANCE OBJECTIVES:

Define risk-taking
Identify personal approaches to risk-taking
Be tolerant to others who chose risk-taking

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Relate some event where they took a risk: such as a student intervening in a dispute on the playground

V. EVALUATIONS:

Identify their risk-taking style
Identify how risk-taking affects career choices
Instructor will observe changes in risk-taking behavior and tolerance level

VI. RESOURCES:

Jeffers, Susan, "Feel the Fear and Do it Anyway," New York, NY: Fawcett, Columbia, 1987
Sturner, William, "Risking Change," Buffalo, New York: Bearly Limited, 1987

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GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-2 Eradicate Exploitation of Women in Media
B-3 Increase Positive Image of Women in Media

II. INTRODUCTION:

Sex-role stereotyping is pervasive in the media, which have a powerful effect on individuals' attitudes. By becoming aware of sex-role stereotyping in the media, a person also becomes aware of all the external influences in his or her attitudes. This new awareness can bring about new freedom to develop one's own values and attitudes. However, this can be a very advanced area for elementary students and may need to be approached simply by discussing students' perceptions of the role of all people depicted by the media. More advanced discussions can certainly occur at the middle school level.

III. PERFORMANCE OBJECTIVES:

Refer to B-2/B-3 Student Audience

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-7 Use Gender-Positive Language

II. INTRODUCTION:

Gender-Neutral Language is not Gender-Positive Language. The person must say what he or she means -- "his," "her," "men," "women," etc. If someone uses Gender Neutral Language (their, them, you, chairperson, firefighter, police officer, letter carrier etc.), the listener or reader is left to form the image, which traditionally has been male. Utilize terms such as chairwoman, chairman, policeman, policewoman, etc., and once the mental picture is inclusive of both genders then more neutral terms may be utilized.

III. PERFORMANCE OBJECTIVES:

Use gender-positive language

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Invite different professionals into the classroom and encourage participation from both genders
Utilize "teachable moments"
Discuss advertising techniques and how men and women are depicted
Rewrite occurrences of gender-neutral language and make it gender positive

V. EVALUATIONS:

Students uses gender-positive language
Students recognize gender-neutral language and change it to gender-positive

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-9 Provide Parenting Education

II. INTRODUCTION:

Students need to learn parenting-type skills (communication, nurturing, etc.) in order to develop into responsible and mature adults.

III. PERFORMANCE OBJECTIVES:

Identify parenting characteristics
Describe responsibilities and rewards of becoming a parent
Identify various approaches to guiding children's behavior
Identify and understand individual's role in a family

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Define the word "parent"
Distinguish among discipline, punishment, and abuse

V. EVALUATIONS:

Discuss rewards of being good parents and the effects on the child/children
Discuss role of being a child and the effects on family (parents)
List rules/approaches of acceptable behavior and expectations

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-10 Involve Parent(s)/Guardian(s) in Career Exploration and Decision Making

II. INTRODUCTION:

With the changing economy and changing roles of females and males, parent(s)/guardians need to be made aware of the options available in the work-force so that they may be proactive in their children's career exploration and decision-making.

III. PERFORMANCE OBJECTIVES:

Get parents/guardians involved in understanding the non-traditional activities
Get parents/guardians involved in non-traditional activities decision-making such as drama, wrestling, dancing, etc.
Get parents/guardians involved in career decision-making

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Hold a parents' night to discuss the changing workforce, and encourage support in courses the students find difficult
Have students interview their parents about their family work history
Have students research their family histories to see if anyone worked in nontraditional jobs (World War II, farm equipment, etc.)
Parents/Guardians participate in at least one of the above activities

V. EVALUATIONS:

Present a personal family project
Evaluate the percent of parent participation as well as the quality of participation

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VI. RESOURCES:

"Wisconsin Model for Sex Equity," Wisconsin Department of Public Instruction
"Women in Nontraditional Careers," U.S. Dept. of Labor
"PREP," MOICC, 1990
"Building Blocks for the Future," MOICC, 1990
Derman-Sparks, Louise, "Anti-Bias Curriculum: Tools for Empowering Young Children." Washington, DC: National Association for the Education of Young Children, 1989

Video:

Building Parent Involvement: Elementary Grades by Sunburst Communications (available on loan from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

Parents and schools need to combine their efforts because they both play an integral part in the students' decision making.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in the Trades

II. INTRODUCTION:

Women have been working in the trades and in technology from the beginning of time, but their contributions have not been documented in history books. For example, many of the first plumbers in Rome were women; a woman was the first printer of the Declaration of Independence; a woman invented the circular saw, which revolutionized the technology of building construction. To counteract the common belief that trades and technologies are "men's" work, this unit will demonstrate that these fields are also "women's" work.

III. PERFORMANCE OBJECTIVES:

Knowledge about women's historical participation in trades and technologies
Understanding the factors contributing to the exclusion of women from these fields
(fourth grade and above)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Research women's historical contributions
Utilize the "teachable moment"
Discuss how male and female jobs and roles have evolved
Timeline project

V. EVALUATIONS:

Identify the differences between traditional and non-traditional occupations
Recognize that occupations are ability and interest based and not gender based

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VI. RESOURCES:

Rosie the Riveter video (fourth grade and beyond) (available on loan from the CRCOM, 207-453-5170)
Other historical videos about women in history
"A History of Women in the Trades" publication (available from the CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-2 Conduct Legal Rights Education

II. INTRODUCTION:

Laws and rules do exist to protect workers in the work place. It is important for students to understand that laws and rules must be followed whether in the classroom or the work place.

III. PERFORMANCE OBJECTIVES:

Understand the purpose of laws and rules
Understand that laws and rules are for everyone
Understand affirmative action (especially middle school level)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Establish classroom rules/laws
Display consequences for not following the rules/laws
"Walk the Talk" (Teachers are role models for compliance)
Write or rewrite laws/rules in existence in developmentally appropriate language
Invite speakers into the classroom

V. EVALUATIONS:

Abide by rules and laws

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-3 Conduct Safety Education

II. INTRODUCTION:

The purpose of this unit is for a student to become familiar with common work, home, and community hazards and to know how to deal with them safely.

III. PERFORMANCE OBJECTIVES:

Identify common safety hazards
Identify strategies for dealing with unsafe situations
Develop safety techniques in a variety of situations
Develop a safety ethic in work and play situations

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discuss child and alcohol abuse cycle
Evaluate classroom safety
Role play safe and unsafe practices
Discuss strategies for dealing with unsafe situations
Verbalize and describe the unsafe behavior or practice that occurred

V. EVALUATIONS:

Demonstrate safe practices
Identify and/or report unsafe conditions/situations

VI. RESOURCES:

Occupational Health and Safety 1991 DACUM, available from the CRCOM

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Interlocking Oppression Education (Diversity Training)

II. INTRODUCTION:

Social systems in schools consist of written and unwritten rules about who can do what. If one person or a group of people are trying to limit the choices and/or gain power or control over other individuals, oppression occurs.

Because oppression establishes a pattern that is difficult to break, controlling or bullying situations must be eliminated.

III. PERFORMANCE OBJECTIVES:

Define oppression and oppressive situations
Understand how continual exposure to bullying and/or oppressive situations establishes a pattern and creates a feeling of helplessness in the victim
Discuss/define victim
Utilize strategies to deal with bullying and/or oppressive situations
Define courage and how that relates to diffusing bullying and/or oppressive situations
Define joking, teasing, and harassing
Discuss progressive behavior (moving from joking to harassment and ultimately to oppression)
Practice assertiveness skills

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

View videos/films regarding bullying and discuss possible solutions
Role play oppressive/bullying situations
Brainstorm strategies to deal with bullying/oppressive situations
Establish and consistently abide by a discipline policy

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Establish and consistently abide by a discipline policy
View "Prejudice" video from Peter Jennings
Establish peer mediation sessions to deal with occurrences of bullying/oppression

V. EVALUATIONS:

Observe utilization of anti-bullying/oppression strategies by student(s) in classroom and/or school ground situations
Observe utilization of assertiveness skills
Decrease in bullying/harassing/oppressive situations
Peer mediation sessions in place and working

VI. RESOURCES:

"Bullyproof -- A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students" curriculum (available on loan from the CRCOM, 207-453-5170)

The Unforgettable Pen Pal video. Based on Joy Berry's book the Human Race Club Video Series (vol. 6)

Prejudice: Answering Children's Questions, NYNEX Corporation, "Kids NOW," 113 Westchester Avenue, White Plains, NY 10604

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-5 Increase Strength and Cardiovascular Conditioning

II. INTRODUCTION:

Upper body strength, cardiovascular conditioning, flexibility, and endurance are necessary physical fitness requirements for success and safety in trade and technical careers.

III. PERFORMANCE OBJECTIVES:

Increase physical strength
Develop upper body strength
Increase cardiovascular endurance

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Evaluate individual fitness at beginning of program
Develop individual physical fitness program (goals)
Evaluate individual fitness at end of program
Determine maintenance and/or further development needs (goals)
Discuss smoking and the effects
Invite Lung Association into classroom
Discuss importance of a healthy lifestyle

V. EVALUATIONS:

Use time effectively
Participate actively
Exert effort
Set goals
Make progress toward meeting goals

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V. EVALUATIONS: (continued)

Be evaluated on work effort

VI. RESOURCES:

"Step-Up for Women," Northern New England Tradeswomen
Local Physical Education Programs
Ropes Training
Outward Bound Programs

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

II. INTRODUCTION:

Everyone has the right to go to school and work in a productive and harassment-free environment. Harassment exists, and if it happens, the results are negative. A student needs to know that harassment is illegal. She or he also needs to understand personal rights, the dynamics that lead to harassment, and the methods that deal effectively with those situations.

III. PERFORMANCE OBJECTIVES:

Learn components of sexual harassment (middle school)
Learn techniques which deal effectively with sexual harassment (middle school)
Identify harassing behavior (elementary)
Learn techniques to deal with harassing behavior (elementary)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Utilize "Bullyproof" curriculum
Identify "good" and "bad" touches
Discuss sexual harassment

V. EVALUATIONS:

Define differences between "good" and "bad" touches
Utilize techniques to deal with harassing situations
Define sexual harassment

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VI. RESOURCES:

"Bullyproof" curriculum, (available on loan from the CRCOM, 207-453-5170)

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-7 Provide Leadership Opportunities for Women

II. INTRODUCTION:

Since a woman usually does not have enough opportunities to practice leadership styles in mix-gender groups, situations to provide such leadership opportunities must be integrated into the classroom and student club activities. Assure that all students in the classroom have an opportunity to "be the leader" and that jobs/tasks are not stereotyped.

III. PERFORMANCE OBJECTIVES:

Refer to C-7 Student Audience

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-8 Conduct Labor (Union) Education

II. INTRODUCTION:

More appropriate to be introduced at the secondary level with perhaps a minimal discussion at the middle school level.

III. PERFORMANCE OBJECTIVES:

Refer to C-8 Student Audience

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-9 Teach Communication Skills

II. INTRODUCTION:

Communicating with other people is fundamental to surviving in the world. Communication skills include: assertiveness; feedback and listening; and verbal and nonverbal communication.

III. PERFORMANCE OBJECTIVES:

Identify assertive, passive, and aggressive behaviors
Identify situations in which assertive, passive or aggressive behavior is appropriate
Demonstrate assertive statements
Make assertive "I" statements
Identify personal rights as people, women, and workers
Identify effective ways of giving and receiving feedback
Demonstrate giving both positive and negative feedback in an assertive manner
Identify and practice active listening skills
Identify verbal and nonverbal communication components
Identify the cultural differences in nonverbal behavior

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Create "Good Listener" poster
Cooperative learning group activities
Use STEP-UP FOR WOMEN, Northern New England Tradeswomen, Chapters 9 and 12
Role playing
Conflict resolution poster (ex. Win-Win)

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V. EVALUATIONS:

Identify most comfortable communication style
Define assertive, passive, and aggressive behaviors
Identify in their own lives where aggressive, passive, and assertive behaviors have been appropriate/inappropriate
Role play assertive statements.
Role play appropriate use of "I" statements.
Define positive and negative feedback.
Demonstrate giving positive and negative feedback.
Identify nonverbal communication styles and how they differ from culture to culture

VI. RESOURCES:

"Step-Up for Women," Northern New England Tradeswomen Association
"Responsible Assertive Behavior," Arthur Lange and Patricia Jakubowski
"The Assertive Workbook," Call Marg Tucket at 801-486-3116 to order. $25 plus Shipping & handling or (available on loan from the CRCOM, 207-453-5170)
Video: *What Could I Say, An Assertion Training Stimulus Program Video*, Research Press

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-10 Teach Conflict Resolution Skills

II. INTRODUCTION:

Conflict arises in everyday life. The ability to resolve conflicts is equally important in both males and females. Learning to resolve conflicts is necessary to maintain personal and educational well being.

III. PERFORMANCE OBJECTIVES:

Define conflict
Determine who owns the problem
Identify conflict resolution style
Develop negotiation skills for conflict resolution

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Role play
List common conflicts that exist throughout the school, and describe some ways to resolve these problems
Compare conflict resolutions used by males to those used by females
Develop a "Negotiation Skills" poster
Debate controversial issues

V. EVALUATIONS:

Identify their personal conflict resolution style
Role play newly developed skills to one situation in their lives
Apply conflict resolution skills to all situations in their lives

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VI. RESOURCES:

"Negotiation Skills for Conflict Resolution," Assertive Workbook,* Phoenix Institute
"The Negotiation Process," Assertive Workbook, Phoenix Institute
Project Seed
Video: *Conflict Resolution: Elementary Grades* by Sunburst Communications (available on loan from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

* Available on loan through the Curriculum Resource Center of Maine, 453-5170.

Negotiation involves bargaining a solution acceptable to both parties. Here is a suggested negotiation process. Unless all of these steps are taken, explicitly or implicitly, the negotiation is likely to be unsatisfactory.

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THE NEGOTIATION PROCESS

PREPARATION:

Work with the other person on getting permission and making arrangements. Never negotiate at the time or the scene of the conflict. Set up a neutral time and place.
Think or write about what's going on, prior to the meeting. This kind of pre-scripting often helps clarify issues. Role-playing with a neutral person can help.

THE NEGOTIATION:

1. Present the problem, dealing with ONE ISSUE AT A TIME. Don't rationalize or justify.
2. Clearly state how you feel about it.
3. Cite an example.
4. Ask how the other party feels.
5. Listen.
6. Empathize.
7. Present your alternative solutions, and ask for theirs.
8. Come to mutual agreement on a choice.
9. Set a specific time to get back together and evaluate.

EVALUATION:

1. Set up a neutral time and place to review the results.
2. Think or write about how the negotiated solution has worked; role-play in advance if necessary.
3. Renegotiate when necessary, with provisions made for further renegotiation as needed.

Taken from The Assertive Workbook: a Guide to Assertive Behavior, page 202 published by the Phoenix Institute.

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-11 Teach Financial Planning

II. INTRODUCTION:

At an early age it is important to understand the value of managing money wisely.

III. PERFORMANCE OBJECTIVES:

Understand a budget
Understand the relationship between a chosen career and the amount of money available to spend
Acquire understanding of financial institutions and the services they provide
Understand importance of planning for the future.
Recognize one's value system affects one's spending patterns

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Prepare a budget, "Money Game"
Discuss the history of early money exchange (bartering)
Listen to a speaker from a bank
Role play ie. store, restaurant, banking
List ways you can earn money

V. EVALUATIONS:

Prepare a balanced budget
Possess an understanding of the disparity in pay among a variety of career choices
Possess an understanding of the disparity in pay between traditional female and traditional male jobs

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VI. RESOURCES:

"Indiana Consumer and Homemaking Education Curriculum Guide: Human Development," Part I, Unit 16, Money and the Family

"Adult and Family Living," Teacher Edition, Section C, Oklahoma Dept. of Voc. Tech. "Money Game."

Both resources available on loan through the CRCOM, 207-453-5170

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

1. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-12 Teach How to Identify Resources/Networks

II. INTRODUCTION:

In order to be successful in finding and keeping a job, a student must learn to identify available resources and networks. These resources and/or networks will have programs to assist in job search and retention techniques and/or training programs to enhance a person's skill in nontraditional occupations. However, this topic may be more appropriate at the Secondary level.

III. PERFORMANCE OBJECTIVES:

Refer to C-12 Student Audience

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-13 Teach How to Balance Work and Family

II. INTRODUCTION:

Balancing the responsibilities of family and career requires much effort in this age of single parent households and two-parent households where both parents work. However, this topic may be more appropriate for the Secondary level.

III. PERFORMANCE OBJECTIVES:

Refer to C-13 Student Audience and I-10 in this document

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-14 Identify and Manage the Imposter Syndrome

II. INTRODUCTION:

Refer to A-2.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-16 Participate in NTO Support Groups

II. INTRODUCTION:

More appropriate for the Secondary and beyond levels.

III. PERFORMANCE OBJECTIVE:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-2 Utilize Gender-Specific NTO Support Groups/Networks

Prerequisite: C-16

II. INTRODUCTION:

This task is more appropriate for the Secondary level student and beyond.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-3 Encourage Family Support

II. INTRODUCTION:

To dispel the fear of the unknown, nontraditional career information and possibly hands-on opportunities must be made available to parents. This information will assist parents in talking with their children regarding career choices and their future training options. These opportunities will also make parents more aware of the academic components such as math, science, and language that exist in nontraditional careers. Hopefully, these opportunities will eliminate parental barriers to student career choices.

III. PERFORMANCE OBJECTIVES:

Obtain parental support
Identify non-traditional occupations
Compare traditional and non-traditional occupations

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Invite parents into classroom to discuss careers
Assign project to students to interview parent(s) on how they selected his/her occupation
Survey parents on how they selected their occupation
Assign specific non-traditional occupation to each student and require students to research and interview parents

V. EVALUATIONS:

Complete research and/or surveys
Analyze parent involvement in activity(ies)
Create graph and/or visual of research

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-4 Encourage Opportunities for Peer Support

II. INTRODUCTION:

The historical devaluation of vocational education and peer pressure to conform to sex-role stereotypes create significant social barriers to student success in NTO programs. All people must be educated as to the value of vocational training for both men and women and the benefits of an NTO career. The outcomes of this training will be the elimination of sex-bias and sex-role stereotyping.

III. PERFORMANCE OBJECTIVES:

Talk about training/career options and an individual's feelings
Increase his/her awareness of non-traditional occupations
Respect an individual's career choice

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Expose students to non-traditional occupations
Assign activities to pairs and/or groups of mixed genders
Explore/research non-traditional careers
Create lists of men and women jobs (traditional and non-traditional)
Discuss jobs being ability-driven and not gender-driven
Create list of support an individual must have in order to pursue a non-traditional occupation

V. EVALUATIONS:

Students work in groups and respect each other's career choices

VI. RESOURCES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-5 Encourage the Placement of Two or More NTO Students or Workers in Classes and on Job Sites.

II. INTRODUCTION:

More appropriate at the Secondary and beyond levels.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-6 Utilize Personal Counseling Services

II. INTRODUCTION:

Personal issues often erect barriers to success in the classroom or on the job. A student should be aware of available counseling options. (Grade 6-8) Parental involvement is imperative. Students and parents should be aware of available counseling options.

III. PERFORMANCE OBJECTIVES:

Become aware of personal issues that can affect success and well being
Identify resources that are available in the community
Become aware of personal issue differences between genders

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Brainstorm personal issues by gender that would warrant seeking personal counseling services
Compare lists for common issues and gender specific issues
Discuss strategies to resolve the issues, using a small group format

V. EVALUATIONS:

List five community resources that provide assistance available for help
Identify those resources, the types of assistance, and how they can be contacted

VI. RESOURCES:

Community mental health centers
Churches
Guidance departments

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VI. RESOURCES: (continued)

Human resources department at local businesses
Peer counseling services

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-7 Utilize Placement and Follow-up Services

II. INTRODUCTION:

More appropriate at the Secondary and beyond levels.

III. PERFORMANCE OBJECTIVE:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-1 Eliminate Discrimination of Sex, Creed, Color, National Origin, Religion, Martial Status, or Disability

Prerequisite: C-4

II. INTRODUCTION:

The educator's role is to ensure that the classroom is a place where equal opportunity exists for everyone.

III. PERFORMANCE OBJECTIVES:

Recognize discrimination
Define discrimination
Identify preventive measures for discrimination
Discuss discrimination and repercussions of discrimination

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Organize a multi-cultural and/or disability fair at school
Discuss types of discrimination
Conduct "teachable moment" sessions when discriminatory actions take place in the classroom
Role play discriminatory situations (i.e., all brown-eyed students do not get recess today, all students with stripes sit in the back of the room, etc.)
View videos:

Prejudice: Answering Children's Questions, NYNEX Corporation "Kids NOW," 113 Westchester Avenue, White Plains, NY 10604

The Unforgettable Pen Pal A Story About Prejudice and Discrimination, (based on the books by Joy Berry) The Human Race Club Video Series, Volume 6

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V. EVALUATIONS:

Reduced incidents of reported discrimination
Observe acceptance of students toward others

VI. RESOURCES:

Videos:

Tale of O (available on loan from CRCOM, 207-453-5170)
Land of O (available on on loan from CRCOM, 207-453-5170)
The Unforgettable Pen Pal A Story about Prejudice and Discrimination (based on the books by Joy Berry), The Human Race Club Video Series, Volume 6
Prejudice: Answering Children's Questions, NYNEX Corporation "Kids NOW," 113 Westchester Avenue, White Plains, NY 10604

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-11 Elevate Image of Technical/Vocational Education and Careers

II. INTRODUCTION:

People work at a variety of jobs. All occupations have an important role to play in society. Schools need to reinforce this concept.

III. PERFORMANCE OBJECTIVES:

Understand the value of a variety of careers in society

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Identify a variety of occupations in the community
List the contributions each occupation listed above makes to their community

V. EVALUATIONS:

Rate the list from most important to least important, and through discussion, discover all the careers are important in achieving a well-rounded community

VI. RESOURCES:

"Promotion Begins with PR: A Public Relations Guide" (available on loan from the CRCOM, 207-453-5170)
Chamber of Commerce
Employment Office
Job Service

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VII. SPECIAL NOTES:

This is a life-long, continuous education process. DO NOT ever give up!!

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-1 **Stop Violence and Hatred Toward Women**

II. INTRODUCTION:

Gender-related physical violence is less common than other manifestations of hatred and violence in the schools. Psychological or emotional abuse, and violence directly affect quality of school life, productivity and morale of the students.

Examples of gender-related harassment include hostility, fear, denigration, dis-empowerment, or threats.

III. PERFORMANCE OBJECTIVES:

Create a harassment free environment for all students
Understand the difference in the treatment of women as reflected in our cultural inheritance
Understand the "victim" mentality
Identify ways to stop violence toward women (men, race, creed, etc.)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Attend lectures by guest speakers from local rape crisis centers, women's shelters, and law enforcement agencies. These presentations will discuss the cultural perspective, victim mentality, and the continuum of violence (Grade 6-8)
List three ways that violence is counterproductive to work, learning and personal relationships
Make a scrapbook of local publications' articles that depict violence toward women
The scrapbook will be kept over a one-month period
Use the scrap books, in small groups, to brainstorm ways to stop this violence

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Identify three ways that they, as students in their schools, can diminish violence against women

Choose one strategy that they, as individuals, can do to reduce violence toward women. Then each student should practice this strategy.

List three ways that violence is counterproductive to work, learning and personal relationships

V. EVALUATIONS:

Demonstrate proper behaviors during classroom interactions (This will be ongoing.)

Create a behavior contract which will be monitored and visited throughout the year

VI. RESOURCES:

Shelters
Law enforcement agencies
Crisis and counseling centers
Women's programs
State Coalition on Domestic Violence
Middle School Violence Against Women: Beyond the Statistics Video (available on loan from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

Violence is unacceptable to both genders, but it is important for students to be aware of the history of violence toward women. This is to ensure that history does not repeat itself.

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY: F** **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-2 **Conduct Interlocking Oppression Education**

II. **INTRODUCTION:**

Refer to C-4.

III. **PERFORMANCE OBJECTIVES:**

IV. **SUGGESTED IMPLEMENTATION STRATEGIES:**

V. **EVALUATIONS:**

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY: F** **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-3 **Conduct Sexual Harassment Education**

II. **INTRODUCTION:**

Refer to C-6.

III. **PERFORMANCE OBJECTIVES:**

IV. **SUGGESTED IMPLEMENTATION STRATEGIES:**

V. **EVALUATIONS:**

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

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GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-4 **Conduct Affirmative Action/Civil Rights Education at All Levels**

II. INTRODUCTION:

Since the early sixties, numerous regulations and laws have come into effect which eliminate discrimination with regard to race, sex, ethnicity, religion, age, mental/physical disability, marital status, and sexual orientation. All citizens need to understand their rights and the rights of others under the law. This information must be stressed beginning at the K level, but it must be presented in an age-appropriate manner.

III. PERFORMANCE OBJECTIVES:

Understand the reasons the regulations and laws were developed (K-8)
Understand the regulations and laws and their impact on themselves and others (6-8)
Understand the role of affirmative action in the school, and who to turn to for help

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Invite an Equal Employment Opportunity person from a local business to discuss affirmative action and civil rights regulations and legislation and the impact of these on their business
Invite a speaker to discuss how inequities are legally remedied
Learn the legal remedies for situations when these laws are not enforced
Bring in a person from the Attorney General's office to give an overview of the laws and discuss how a complaint is filed and investigated
Research and evaluate their schools' affirmative action plans
Invite guidance counselor

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Instructor discussion
Invite affirmative action officer

V. EVALUATIONS:

Demonstrate their knowledge of the laws, regulations, and procedures by participation in a group presentation, preferably to another grade level or classroom
Role play different situations that involve discriminatory behavior.

VI. RESOURCES:

Attorney General's Office
Affirmative Action Officer
State Equity Officer
Guidance Counselor
Title IX Coordinator

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-5 **Eliminate Career Discrimination**

II. INTRODUCTION:

Since career discussions begin in the K-8 classrooms, educators must be knowledgeable in helping students develop an awareness of career choices.

In many ways, gender discrimination, bias, and stereotyping occurs in developing career aspirations. A subtle progression moves from sex role stereotyping (attributing specific behavior, abilities, interest, and values to one sex), to sex bias (behavior resulting from the underlying belief in sex role stereotyping), to sex discrimination (actions denying opportunities, privileges, or rewards to a person or a group because of gender).

III. PERFORMANCE OBJECTIVES:

Discuss/define stereotyping and bias
Recognize and identify a variety of career options (traditional and non-traditional)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Brainstorm career choices/options
Invite occupational speakers to classroom (traditional and non-traditional)
Job Shadow careers

V. EVALUATIONS:

Students increase awareness of career options
Students career aspirations are both traditional and non-traditional

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VI. RESOURCES:

"A History of Women in the Trades" publication (available from the CRCOM, 207-453-5170)
Career Exploration activities
Contact Maine Occupational Information Coordination Committee (MOICC), Department of Labor, Augusta, ME 04333, (207)624-6200

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-6 **Eliminate Discrimination in Work Assignments**

II. INTRODUCTION:

To maximize the effectiveness/productivity of a classroom, work assignments must be given based on qualifications of the individual rather than on race, sex, etc.

III. PERFORMANCE OBJECTIVES:

Recognize discriminatory factors that might exist in work assignments (race, age, gender, size, economics, disability)
Discuss how work assignments are awarded or earned

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Share times when they felt they were discriminated against: for example, chore assignments at home, chore assignments in classroom, team selections, and positions, or work assignments on the job

V. EVALUATIONS:

Identify areas of discrimination related to work assignments at home, in the classroom, or on the job

VI. RESOURCES:

VII. SPECIAL NOTES:

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GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-7 **Eliminate Promotional Discrimination**

II. INTRODUCTION:

At the elementary and middle school level, promotional discrimination is defined as "classism" and refers to those students who continually get awards, rewards, scholarships, class officer positions, etc., based on economic position, appearance, friendships, and/or status of parents instead of ability of student.

III. PERFORMANCE OBJECTIVES:

Identify incidents of promotional discrimination or classism
Identify strategies to deal with classism

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discuss situations in which student may have felt they were treated differently and/or different standards were applied to them
Brainstorm strategies to deal with classism

V. EVALUATIONS:

Identify non-performance factors related to promotion and/or classism in work, home, school, etc. and discuss strategies to overcome them

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

TASK: F-8 **Eliminate Physical and Mental Harassment**

II. INTRODUCTION:

A student or worker is prevented from reaching her or his potential in environments where physical and mental harassment exist.

III. PERFORMANCE OBJECTIVES:

Refer to C-4 and C-6

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-9 Eliminate Age Discrimination

II. INTRODUCTION:

The values placed on an individual's contribution to a school or work place shouldn't be based solely on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. The value of information should be based on its content and not on its source.

III. PERFORMANCE OBJECTIVES:

Understand age discrimination as it relates to school and to work
Understand that his/her opinion is of value

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discuss examples of discrimination (elderly retirement, young people not being listened to, etc.)
Discuss how different cultures treat young and old members (Native American, Asian)
Discuss how we feel when someone says, "You're too young (or old) to do that"
Visit nursing homes and establish partnerships

V. EVALUATIONS:

Define what age discrimination means to them
Identify situations of age discrimination

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VI. RESOURCES:

Local nursing home
AARP
Grey Panthers
Senior Citizen Programs
Older Women's League
Material in any library on ageism and cultures

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/*STUDENTS*)**

TASK: F-11 **Provide Gender Positive Team Building Education (Co-Workers)**

II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize that individual differences and strengths can be utilized to complete a project/assignment.

III. PERFORMANCE OBJECTIVES:

Complete a team building experience where students will learn to work together for a common goal
Work and get along in team activities
Apply team building experiences to other activities

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Work in teams
List areas where team building is necessary to achieve project/assignment outcomes
Utilize cooperative learning techniques
Cooperative learning strategies

V. EVALUATIONS:

Accomplish projects/assignments and work out any differences/conflicts along the way within their team

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VI. RESOURCES:

Ropes Training Program
Social Skills publications

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F **REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS**

TASK: F-13 **Require Respect in the Workplace**

Prerequisite: I-6

II. INTRODUCTION:

Every student has a right to be treated fairly, equally, and respectfully in the school setting. A student enters the school environment with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each student brings to school enhances the school by creating a stronger and better learning environment. Through understanding and accepting differences, every student can define a learning environment free of discrimination, harassment, and disrespect.

III. PERFORMANCE OBJECTIVES:

Understand why people are treated disrespectfully
Identify what a respectful environment looks like
Learn how to promote respect

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Identify and discuss one situation in their lives when they were treated with disrespect/respect
Brainstorm disrespect/respect behaviors

V. EVALUATIONS:

Demonstrate respect

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VI. RESOURCES:

"Children Learn What They Live" (see attached)

VII. SPECIAL NOTES:

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CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
she/he learns to condemn.
If a child lives with hostility,
she/he learns to fight.
If a child lives with ridicule,
she/he learns to feel shy.
If a child lives with shame,
she/he learns to feel guilty.
If a child lives with tolerance,
she/he learns to be patient.
If a child lives with encouragement,
she/he learns confidence.
If a child lives with praise,
she/he learns to appreciate.
If a child lives with fairness,
she/he learns justice.
If a child lives security,
she/he learns faith.
If a child lives with approval,
she/he learns to like herself/himself.
If a child lives with acceptance and friendship,
she/he learns to find live in the world.

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I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-14 Provide Leadership Opportunities for Women

II. INTRODUCTION:

Since a girl usually does not have enough opportunities to practice leadership in mixed-gender groups, situations to provide such leadership opportunities must be integrated into the classroom beginning at the elementary level.

III. PERFORMANCE OBJECTIVES:

Identify leadership skills
Recognize gender differences with respect to leadership
Identify biases toward girls in leadership positions

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Learn characteristics of a good leader
Develop guidelines so that there is equal opportunity for leadership
Assertiveness training
Take part in activities to assist in the development of leadership skills

V. EVALUATIONS:

Observe participation of girls in leadership activities

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-1 Assign Women Advisors/Mentors for All Female Students

II. INTRODUCTION:

More appropriate for the Secondary and beyond levels.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-2 Expand Career Aspirations
H-3 Conduct On-going, Hands-on-Trade and Technical Exploration for Women and Girls at All Levels
H-4 Provide Opportunities for Job Shadowing Experiences for Students
H-5 Explore Career Ladders Starting in Middle School

II. INTRODUCTION:

In order to expand career aspirations, an individual first needs to acquaint her or himself with existing and projected career opportunities. Personal growth and self esteem are also a part of developing career aspirations.

III. PERFORMANCE OBJECTIVES:

Clearly understand existing career opportunities and how they relate to meeting personal and economic needs
Participate in hands-on exploration of a variety of careers
Understand the relationship between enhanced skill development and the opportunity for advancement within chosen career field

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Research career choices through occupational interviews (These could be done in the classroom.)
Complete a personal assessment (interest, ability, and availability)
Plan Job Shadow activities
Plan guest speaker presentations

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V. EVALUATIONS:

Complete interview packets
Deliver oral presentations about selected careers
Evaluate job shadow experience
Share results of their career exploration experiences

VI. RESOURCES:

"Career Life Planning," Displaced Homemakers Project
"WINC Curriculum Guide"
Local Vocational/Technical Centers
Other NTO training programs e.g. Women Unlimited, Step-Up Program
Community Businesses
"Step-up for Women Resources," Women's Resource Curriculum Chapter 20
(available on loan from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

Careers must reflect non-traditional as well as traditional choices.

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-6 Provide Women Role Models

II. INTRODUCTION:

Experience has shown that role models provide positive influences in recruiting and retaining a non-traditional student and/or employee.

III. PERFORMANCE OBJECTIVES:

See the benefits of role models

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Identify one person who has been a role model and discuss how and why
Hear women and men in NTO speak about their professions
Identify role models in their trade or technical areas

V. EVALUATIONS:

Identify one role model in their life
Define what constitutes a good role model

VI. RESOURCES:

Refer to H-1
Program Advisory Committee Members
Service, Business and Professional Clubs

VII. SPECIAL NOTES:

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K-8 Implementation Strategies

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-7 Provide Information on Financial Realities of Career Choices

II. INTRODUCTION:

More appropriate for Secondary and beyond levels.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-8 Conduct Gender Neutral Skill Assessments

More appropriate for Educator Audience

II. INTRODUCTION:

Since skill and/or interest inventories are used at the elementary and middle school levels, educators need to be aware of potential biases that may exist in these instruments.

III. PERFORMANCE OBJECTIVES:

Understand that skills aptitude and assessments are often gender-, racial-, ethnic-, and class-biased and should be used for informational purposes only and not to limit career options and choices

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Analyze a skills assessment instrument for biases

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-9 Provide Interactive, On-going Career Counseling

II. INTRODUCTION

Career exposure and discussion opportunities are extremely important as part of the K-8 educational experience.

III. PERFORMANCE OBJECTIVES:

Identify worker habits
Explore career options

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Job Shadowing
Take Your Daughter To Work Day
Take Your Son To Work Day
Invite Guest Speakers into the classroom
Stress worker habits
Integrate school learning and worker task (stress relevancy of learning)

V. EVALUATIONS:

Display worker habits in the classroom

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

II. INTRODUCTION:

Due to the increasing demands for a technically trained workforce, the need exists to expose every student to the wide variety of opportunities available in vocational programs.

III. PERFORMANCE OBJECTIVES:

See the value and need for a vocational, technical education
Obtain some vocational/technical skills
Apply academic theories to practical applications

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Invite guest speakers
Career Days
Invite parents to talk to class
Field trips
Establish business partnerships

V. EVALUATIONS:

Career exploration activities take place

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-12 Explore Self-Employment as a Career Advancement Strategy

Prerequisites: H-9 and H-11

II. INTRODUCTION:

Refer to B-10 and H-3.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discuss self-employment opportunities
Invite self-employed parents and community members into class to speak

V. EVALUATIONS:

Increased awareness of self-employment

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-13 Provide Placement and Follow-Up Services

II. INTRODUCTION:

More appropriate for Secondary and beyond levels.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY

TASK: I-2 Teach Decision-Making Skills/Teach Problem Solving Skills

II. INTRODUCTION:

The choices a person makes, both everyday decisions as well as major decisions, have considerable impact on self-esteem and even on health. Making decisions starts in infancy and continues throughout our lives. The kinds of decisions one makes changes as life progresses. Whether a person realizes it or not, decisions made in the early years can affect one's entire life. A girl or boy decides about future training and education and how to cope with social issues and friendships. Throughout life decision making can't be avoided. Choosing to not make a decision is, in fact, a decision.

III. PERFORMANCE OBJECTIVES:

Identify effective decision-making styles and problem-solving skills (age appropriate)
Examine personal decision-making styles and problem-solving skills (age appropriate)
Learn steps for effective decision-making and problem-solving (age appropriate)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Using the "Step-Up" Resource pgs. 73-78 (Effective Decision-Making and Decision-Making Styles Worksheet)
Brainstorm the steps in decision making
Identify the degree of satisfaction they have with their decision-making style
Identify what aspect(s) of their decision-making style they would like to change

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V. EVALUATION:

Identify a decision they need to make, and using their new decision-making styles/ skills, arrive at a decision and prepare a report, describing the steps they used to make the decision.

VI. RESOURCES:

"Step-Up for Women," Northern New England Tradeswomen Network, (available on loan from CRCOM, 207-453-5170)

"Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning" (available on loan from CRCOM, 207-453-5170)

"Challenges: A Young Man's Journal for Self-Awareness and Personal Planning" (available on loan from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

Consider a decision the student has made recently and a problem she or he has solved successfully. Take advantage of any "teachable moment" to discuss the decision-making process.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-3 Teach Appropriate Workplace Attire

II. INTRODUCTION:

The nature of a job dictates what is appropriate dress. Appropriate dress is determined by safety concerns, type of work duties, and workplace culture. Each employer should establish gender neutral standards of dress for workers. For example, the Army requires a uniform of the day, based on the nature of the work, the climate, and the physical demands placed upon the soldiers. Soldiers at a worksite on a hot day may work in t-shirts, regardless of gender, but may not remove their t-shirts.

How a person dresses tends to be a personal expression of self, yet how others interpret the dress may not always coincide with the intended impression. A student also should understand that how she or he dresses is not the underlying cause of sexual harassment on the job. A student should become aware of appropriate dress for a job and/or worksite and dress accordingly.

III. PERFORMANCE OBJECTIVES:

Describe the practice, safety concerns, type of work duties, and workplace culture appropriate for the job

Understand the ways that attire has the potential to create sexual harassment

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Identify three jobs and brainstorm appropriate dress for each of those jobs, based on safety

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Break into small groups, and using the same three jobs, discuss whether there is different attire for women and men on the job and identify why or why not. Use the following vignettes and discussion questions to further their understanding of appropriate attire. Break into small same sex groups to discuss the vignettes. Return to the large group to share findings of small groups. Is there a difference between the male and female responses? How can these differences be resolved in a way that addresses the concerns of both sexes?

VIGNETTE A

There is one woman who is working on a highway construction site. It is a very hot summer day. She is dressed in layers with a tank top under her short-sleeve shirt. As the day warms up she notices that many of the men have removed their shirts and are bare-chested. She takes off her shirt and begins to work in her tank top. Her foreman comes over and tells her to put her shirt back on because she is distracting to the male workers.

Discussion questions:

1. What to do? What are the different ways to handle this situation?
2. Are there different standards being applied to men and women? What are they based on?
3. What could the employer do to eliminate this conflict?
4. What could the employees do?

Instructors are encouraged to create their own situations that are age appropriate.

VIGNETTE B

It is 30 degrees below zero with the wind chill. You are working on the roof of a four-story building fully exposed to the weather. By 10:00 a.m. your toes are numb. By 11:00 a.m. your feet and hands are entirely numb.

Discussion questions:

1. What do you do?
2. What would keep you from doing what you need to do to protect your body?
3. What could you have worn that would have kept your hands and feet warm?

V. EVALUATIONS:

In mixed small groups, choose a specific job and worksite and identify appropriate dress, based on safety, work duties, and workplace/school culture.
Discuss the factors involved in their decisions

VI. RESOURCES:

State of Maine "Occupational Health and Safety 1991 DACUM," (available from the CRCOM, 207-453-5170)
Hine, Lewis. "Women's Work." New York: Dover Publication, 1981

VII. SPECIAL NOTES:

Refer to I-1 and C-7

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-4 Teach Critical Thinking

II. INTRODUCTION:

Since Decision-Making and Problem-Solving Skills are part of Critical Thinking, refer to Tasks I-1 and I-2.

Critical thinking is defined as a demonstratable skill, a process by which an individual understands, finds, evaluates, and abstracts information and problems in order to create questions, solutions, and ideas. It is the ability to see beyond the surface, to ask the questions necessary to develop an understanding of the "whole," and to derive conclusions based on research and evaluations.

III. PERFORMANCE OBJECTIVES:

Identify steps in the critical thinking approach (Refer to attached page for steps)
Demonstrate the ability to apply critical thinking to specific issues or problems

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Role play the steps in the critical thinking approach
Pose a problem in which the students will utilize critical-thinking strategies

V. EVALUATIONS:

Utilize critical-thinking strategies in analyzing a specific problem or issue

VI. RESOURCES:

VII. SPECIAL NOTES:

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STEPS IN CRITICAL THINKING*

A. POSE THE PROBLEM

Start with specific examples—provided by the teacher and/or the student.

B. THINK: UNDERSTAND, FIND INFORMATION, EVALUATE

1. Decide what the important questions are.
2. Bring personal experiences generated by the group.
3. Find information.
4. Throughout, talk about why it's important to do each step in the process as well as why the whole topic is important.

C. CREATE SOLUTIONS: OPTIONS, IDEAS, MORE QUESTIONS

1. Look at alternatives.
2. Examine all definitions in progress so conclusions will have consensus.
3. Examine sources of information.
4. Challenge popular images (including advertising).
5. Specify individual priorities.
6. Weigh options individually.
7. Clarify and summarize
8. Look at the consequences of choices.
9. Recognize that there may be no right answer that's the same for everyone.

D. APPLY: APPLY NEW UNDERSTANDING—ACT

1. Make a decision or choice or plan of action.
2. Take action, if appropriate.

*Taken from *Critical Thinking in the A.B.E./G.E.D. Classroom*, "Some Ideas for Implementation" from Dover Adult Learning Center, Dover, New Hampshire, September, 1989.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY

TASK: I-5 Teach Gender-Positive Team-Building Skills

II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

III. PERFORMANCE OBJECTIVES:

Work and cooperate in team activities
Apply team-building experiences to other activities

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Experience team-building activities which take into consideration the diversity of students involved

V. EVALUATIONS:

Accomplish project/assignment and work out any differences/conflicts along the way within their teams

VI. RESOURCES:

Activity books published by Project Adventure in New Jersey for suggested activities Ropes Training Program (information available from CRCOM, 207-453-5170)

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-6 Teach Respect In The Workplace

II. INTRODUCTION:

Every worker has a right to be treated fairly, equally, and respectfully in the workplace/school. A person enters the workplace with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by the ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each worker brings to the workplace enhances the workplace by creating a stronger and better working environment. Through understanding and accepting differences, every worker can define a working environment, free of discrimination, harassment, and disrespect.

III. PERFORMANCE OBJECTIVES:

Understand why people are treated disrespectfully in the workplace/school
Identify what a respectful workplace/school looks like
Learn how to promote respect in the workplace/school

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Identify and discuss one situation in their lives when they were treated with disrespect
Identify and discuss one situation in their lives when they were treated with respect
Discussion questions for Activities 1 & 2:

a. Identify the situation.
b. Who treated them disrespectfully/respectfully?
c. What was the cause?
d. How was it resolved?
e. In retrospect, do they prefer that it had been resolved differently?

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IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Discuss the causes of disrespect in the workplace and whether the causes are based on an individual or the stereotype of whom the individual represents.

In a discussion, utilizing common stereotyped expressions, students will identify which group the stereotype has traditionally been directed toward and discuss the effects these stereotypes have on people in the workplace. Typical examples:

"They are all loud and pushy"
"They are dirty"
"They are all thieves"
"They are lazy"
"They are all lesbians"
"They are all gay"
"They are macho"
"They are all rednecks"
"They are all dumb"

V. EVALUATIONS:

Demonstrate respect in the classroom on a regular basis

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-7 Teach Safety Skills & Rules

II. INTRODUCTION:

Refer to C-3.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-8 Teach Worker Rights and Responsibilities

II. INTRODUCTION:

Refer to F-4.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-9 Teach Communication Skills

II. INTRODUCTION:

Refer to C-9.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-10 Teach How to Balance Work and Family

II. INTRODUCTION:

At the K-8 level, educators must emphasize students learning to balance work and play.

III. PERFORMANCE OBJECTIVES:

Utilize time and stress management strategies
Recognize importance of balancing work and play

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Brainstorm responsibilities within their families and school
Teach study skills
Stress organizational skills
Identify successful work habits

V. EVALUATIONS:

Develop a work and play schedule
Complete homework and school work within time allowances

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-11 Teach Conflict Resolution Skills

II. INTRODUCTION:

Refer to C-10.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-12 Teach Basic Trade and Technical Terms and Tool Use

II. INTRODUCTION:

Let's not make assumptions about what people should know. Therefore, students should be able to learn the technical terms, names, and uses of basic tools regardless of gender.

III. PERFORMANCE OBJECTIVES:

Identify basic tools
Utilize basic technical terms

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guest speakers bring in tools and demonstrate
Invite a secondary vocational student to demonstrate tool use
Utilize "teachable moments" to demonstrate tool usage
Utilize McCormick NTO Profile (see attached)

V. EVALUATIONS:

Students utilize technical terms appropriately and know the correct names for tools

VI. RESOURCES:

McCormick NTO Profile (attached)

VII. SPECIAL NOTES:

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MCCORMICK NTO PROFILE

Likes and Dislikes

1. Check the ones that appeal to you.

___ I like working outside	___ I prefer clerical work
___ I like gardening	___ I like desk work
___ I like to camp	

Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

___ hammer	___ hand saw	___ screwdriver
___ pliers	___ wire cutters	___ chalk line
___ utility knife	___ wire strippers	___ drill press
___ lathe	___ farm machinery	___ transit
___ plumb bob	___ hand level	___ square
___ caulk gun	___ staple gun	___ nail gun
___ grinder	___ paint brush	___ circular saw
___ electric drill	___ table saw	___ scraper
___ radial arm saw	___ saws-all	___ chain saw
___ long-handled shovel	___ pick ax	___ ax
___ chisel	___ paint roller	___ ladder
___ pipe cutter	___ propane torch	___ soldering gun
___ sewing machine	___ rototiller	___ lawn mower
___ milking machine	___ weed whacker	___ tractor
___ bench press	___ other, please list	

Write the number of √'s in Section 2 here _____
Write the number of X's in Section 2 here _____

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MCCORMICK NTO PROFILE, continued

EXPERIENCE

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

___ remodeled a kitchen	___ roofed a building
___ remodeled a bath	___ replaced a faucet washer
___ mended an electric cord	___ fixed a lamp
___ laid a vinyl floor	___ set ceramic tile
___ built a deck or patio	___ built a fence
___ installed a switch	___ upholstered a chair
___ driven a pickup truck	___ driven a larger truck
___ rebuilt an engine	___ tuned up your car
___ autobody work	___ built a house or building
___ hung sheetrock	___ built shelves
___ hooked up a VCR	___ hooked up a stereo
___ car maintenance	___ wallpapering
___ drafting	___ boat building
___ marine harvesting	___ apple picking
___ blueberry raking	___ potato harvesting
___ siding	___ other, please list
___ farm work	

Write the number of √'s in Section 3 here _____
Write the number of X's in Section 3 here _____

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MCCORMICK NTO PROFILE, continued

4. Check the courses you have taken.

___ Drafting	___ General Math	___ Algebra I
___ Algebra II	___ Geometry	___ Calculus
___ Agriculture	___ Industrial Arts	___ Chemistry
___ Physics	___ Biology	___ Geology
___ Shop		

Write the number of check marks in Section 4 here _____

5. Do you have a Class II or I Drivers License, which allows you to drive a dump truck or semi?

___ Yes ___ No

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe.

___ Yes ___ No

7. Would you ever like to have your own business?

___ Yes ___ No

8. On a "*handy around the house*" scale of 1 to 10 (1 being not at all handy and 10 being very handy) how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___
Not Handy Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick for Women Unlimited, 280 State Street, Augusta, ME 04330, 12/93

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-13 Teach Prevention of Sexual Harassment

II. INTRODUCTION:

Refer to C-2, C-4, and C-6.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-14 Teach Economics of Work

II. INTRODUCTION:

Elementary and middle school students need to understand the importance of budgeting money and how it can be earned. Such topics might include saving (maybe long-term for a specific goal), working together to earn money, and/or planning how to spend the money.

III. PERFORMANCE OBJECTIVES:

Understand how the basic economic cycle works (earning money, saving, spending)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Fund raisers
Goal setting to determine how to spend money
Participate in a school savings program
Utilize "teachable moments" with school-related fund raisers
Stress responsibility
View the video tape *A High Price to Pay: A Story about Earning Money*, (based on the books by Joy Berry), The Human Race Club Video Series, Volume 2

V. EVALUATIONS:

Participate in a fund raising project to demonstrate the basic economic cycle

VI. RESOURCES:

Video tape: *A High Price to Pay: A Story about Earning Money*, (based on the books by Joy Berry), The Human Race Club Video Series, Volume 2

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-15 Teach Applied Math and Science Skills

Prerequisite: H-9 and H-10

II. INTRODUCTION:

It is the responsibility of the classroom instructor to utilize methodologies that demonstrate relevancy of learning math, science, communication, etc. in the classroom and how these knowledges connect with future career choices.

III. PERFORMANCE OBJECTIVES:

Apply math, science, communication skills in a real-life situation

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Connect academic topics to real-life situations

V. EVALUATIONS:

Students would demonstrate math, science, and communication skills when solving problems or doing project work

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-16 Teach Employability Skills

II. INTRODUCTION:

Refer to H-9.

All the training in the world is only as useful as the ability to put it to use by acquiring and keeping a job. Therefore, reinforcement of these skills must be part of the secondary and beyond classroom activities and curriculum.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-17 Teach Basic Computer Skills (Include Keyboarding)

II. INTRODUCTION:

Because of the increased use of computers at all levels of education in our schools and businesses today, developing accurate and effective keyboarding and computer skills has become an important component for job readiness.

III. PERFORMANCE OBJECTIVES:

Perform touch inputting skills, using alphabetic, numeric, symbol, and function keys on a computer and/or a typewriter keyboard
Orient themselves to the information processing cycle
Orient themselves to computer hardware and software

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Perform the following basic computer operation functions:

- Power on and off system
- Disk care and maintenance
- Access software package
- Create at least one, single-page document, utilizing keyboarding strategies taught
- Print document

V. EVALUATIONS:

Complete a written exam
Identify parts of a computer
Identify computer terminology

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-18 Teach Initiative

II. INTRODUCTION:

Initiative is the power, ability, or instinct to begin or to follow through energetically with a plan or a task. So, "Walk the Talk" -- show students what initiative is and demonstrate the internal and external rewards associated with initiative.

III. PERFORMANCE OBJECTIVES:

Identify the need for initiative
Be self-motivated

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Role model positive initiative
Reinforce when students utilize initiative
Discuss the connection between motivation and initiative
Define initiative and motivation

V. EVALUATIONS:

Observe and reward students utilizing initiative

VI. RESOURCES:

VII. SPECIAL NOTES:

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All the following resource are available on loan from the Curriculum Resource Center of Maine (CRCOM), KVTC - 92 Western Avenue, Fairfield, ME 04937, Phone: (207) 453-5170 • Fax: (207) 453-5197 • E-mail: crcom@mint.net • Contact Susan N. Donar:

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Videos:

An International Perspective on Standards

Another Set of Eyes: Techniques for Classroom Observation

Being a Man: A Unit of Instructional Activities on Male Stereotyping
Changing Roles of Men and Women, University of Wisconsin
Future Builders Curriculum — Building Your Future, a Tenth Grade Seminar, p. 36 & video

Changing Schools through Shared Decision Making

Classroom Management: A Proactive Approach to Creating an Effective Learning Environment

Competency-Based Education: Meeting the Educational Challenges of Today & Tomorrow

Creating a Community for Environment to Support Change in Schools

Dimensions of Learning Series:
Overview
Attitudes & Perception (1)
Acquire & Integrate Knowledge (2)
Extend & Refine Knowledge (3)
Use Knowledge Meaningfully (4)
Habits of Mind (5)

Elementary/Middle School Presentation

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Getting Resources in the Classroom

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How to Devise Assignments and Activities Requiring Reasoning Students Are Capable of Doing

How to Plan and Implement a Peer Coaching Program

How to Teach Students to Assess Their Own Work:
The Foundation
The Tactics

How to Teach Students to Listen and Read Well

How to Teach Students to Seek the Logic of Things

How to Teach Student to Write Well

Image & Self Conflict Grades 3-6 Series
We Can Work It Out!
Keep Your Cool
Common Ground
Problems Solved

Integrating the Elementary School Curriculum

Land of O

Making Choices: Life Skills for Adolescents

Middle School Violence Against Women: Beyond the Statistics

Motivation to Learn:
How Parents & Teachers Can Help
Guidelines for Parent-Teacher Conferences

New-Age Learning/Cross-Age Tutoring

Opening Doors:
An Introduction to Peer Coaching
An Introduction to Peer Coaching (supplemental)

Outcome-Based Education Series:
Four Guiding Principles of Outcome-Based Education
How Outcome-Based Education Changes Classroom Instructions
Outcome-Based Education Executive overview
The District's Role in Outcome-Based Education

Preparing Students for the Changing Workplace

Preparing Students for the 1990's

Professional Development: Staff Development Series:
Building Self-Esteem
Building Student Success: Grades 5-9
Building Parent Involvement: Elementary Grades
Conflict Resolution: Grades 5-9
Conflict Resolution: Elementary Grades
Drug Prevention: Grades 5-9
Self-Esteem: Elementary Grades
Talking About Drugs and Alcohol
Working With Hostile and Resistant Teens

Rosie the Riveter

Sexual Harassment - It's Hurting People: A Video for Middle School Students and Staff. National Middle School Association, 1994.

Stale Roles and Tight Buns. O.A.S.I.S

Still Killing Us Softly

Tale of O

The Policy Maker's Challenge

Violence in the Schools: Solutions that Work

What Research Teaches Us About Student Learning

What's School Got To Do With It?

When Society Problems Walk through the Door

Whole Child, Whole Village

Why Intellectual Standards? Why Teach for Them?

Why Students & Often Teachers Don't Reason Well

World Class Standards: America's Standards

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Printed with Carl D. Perkins Vocational Technology Education Act Amendments of 1990 (P.L. 101-392).